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Abstract

The 31 items selected for this annotated bibliography deal directly with the differentiation of school staffs (that is, reports on auxiliary personnel, team teaching, and other staffing arrangements are not included). ED numbers are noted on nine of the items available through Research in Education. (LP)

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A Selected Annotated Bibliography on Differentiated Staffing

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Compiled by Bernard McKenna

New approaches to school staffing patterns have major implications for teacher education and have long been a major concern of the National Commission on Teacher Education and Professional Standards. That concern is shared also by the ERIC Clearinghouse on Teacher Education and is a priority topic among Clearinghouse activities.

Though in an experimental stage and sometimes enmeshed in controversy, the concept of differentiated staffing is considered by many educators as one approach to new staffing patterns which has considerable promise. This selected bibliography will be of assistance to those who support the concept as well as to those who question it.

There is no precise definition for the term *differentiated staffing*. A tentative definition by the National TEPS Commission reads as follows:

> A plan for recruitment, preparation, induction, and continuing education of staff personnel for the schools that will bring a much broader range of manpower to education than is now available. Such arrangements might facilitate individual professional development to prepare for increased satisfaction, status, and material reward.

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Unquestionalby, the concept is closely linked to the use of auxiliary personnel, team teaching, and other developing staffing arrangements. But since separate, and in some cases extensive, bibliographies exist in these areas, only the materials that bear direct reference to differentiation of school staffs are included here.

1. Allen, Dwight W. "A Differentiated Staff: Putting Teaching Talent to Work." *The Teacher and His Staff, Occasional Papers No. 1.* Washington, D.C.: National Commission on Teacher Education and Professional Standards, National Education Association, December 1967. 12 pp. (ED027244 MF 25¢.* Publishers price: Single copy free; in quantity, 10¢ each. Stock No. 521-15776**)
See Ordering Information for Documents Cited on Page 15.

   A rationale for change and a proposed four-level structure of differentiation within the teaching ranks, delineating roles and functions. Concludes with advantages and additional rationales.

2. Association of Classroom Teachers. *Classroom Teachers Speak on Differentiated Teaching Assignments.* Report of the Classroom Teachers National Study Conference on Differentiated Teaching Assignments for Classroom Teachers. Washington, D.C.: the Association, a department of the National Education Association, 1969. 32 pp. (Publishers price: Single copy 25¢; discount on quantity orders. Stock No. 111-03948)

   Classroom teachers air the advantages and drawbacks of differentiated staffing in relation to

educational goals and their role as teachers and members of professional associations. Recommends conditions for initiating a plan for differentiation.

3. Barbee, Don. "Differentiated Staffing: Expectations and Pitfalls." *TEPS Write-in Papers on Flexible Staffing Patterns No. 1.* Washington, D.C.: National Commission on Teacher Education and Professional Standards, National Education Association, March 1969. 7 pp. (ED028996 MF 25¢. Publishers price: Single copy free; in quantity, 10¢ each. Stock No. 521-15638)

   A concise statement of cautions to be exercised in considering the implementation of differentiated staffing, among them: that it not be promoted as an economy measure; that it not proliferate undesirable hierarchical distinctions; that it not lead to overspecialization.

4. Bell, T. H. *A Proposed Framework for Developing A New Instructional System.* Salt Lake City: Utah State Board of Education, July 1967. 23 pp.

   An analysis of the current social system of the school followed by a proposal for a new instructional framework. The plan would make use of increased numbers of professional teacher leaders, clerks, assistants, tutors, and an instructional materials center staffed by personnel who would replace present counselors, librarians, remedial teachers, and supervisory personnel. A sample school staff structure is described.

5. Beaubier, Edward, and Hair, Donald. "Experiences with

Differentiated Staffing." *Today's Education* 58: 56-58; March 1969.

Description of specific programs in operation in two school districts detailing types of tasks performed by coordinating teachers, senior instructors, instructors, learning analysts, interns and teacher aides.

6. Corrigan, Dean C. "Some Examples of Teaching Specialties in Future Differentiated Staff Plans." (Unpublished)

Identification of such new specializations as visual literacy expert, diagnostician, and professional negotiator. Presents a paradigm for centers of learning embracing industry, university community, schools, and other agencies.

7. Corwin, Ronald G. "Enhancing Teaching as a Career." *Today's Education* 58: 55; March 1969.

Argues the need for an increased number of occupations in the schools based on increasing complexity of the structure of knowledge, bureaucratization, and improved technology. Points out advantages of developing career ladders.

8. Dale, Edgar. "The Roles of the Teacher." *The News Letter* Columbus, Ohio: College of Education, Ohio State University, 1967. 4 pp.

Develops the idea that the role of "the simple teacher as a presenter, an explainer, a tester of information has shifted to a more complicated

one." Suggests six emerging roles: to help others find their roles; to serve as an effective communicator (to share ideas and feelings in a mood of mutuality); to be a skilled performer, a model, an exemplar; to become a participant in policy planning in local, state, and national school systems; to act as selector, user, evaluator, and producer of instructional materials; and to use to a far greater extent the book, the film, the computer, the recording, television, programmed and simulated instruction.

9. Denemark, George W. "Coordinating the Team." *The Supervisor: New Demands + New Dimensions*. Symposium of the Association for Supervision and Curriculum Development. Washington, D.C.: the Association, a department of the National Education Association, December 1967. pp. 61-70. (ED023622 MF 50¢; HC $4.95. Publishers price: Single copy $2.50; discount on quantity orders. Stock No. 611-17782)

   A rejection of the concept of the single all-capable teacher. Argues for an instructional team containing "a broad range of properly coordinated professional and paraprofessional workers." Cites differentiated staffing models and operational experiments. Discusses implications of recommendations for roles of supervisors, teacher educators, and new roles for teachers.

10. Edelfelt, Roy A. "Remaking the Education Profession." (Editorial) *NEA Reporter* November 8, 1968. p. 2.

    A prediction that unless responsibility of teaching staffs becomes more precisely differentiated

and unless teaching functions, expertise, and training are more clearly defined and rewarded, a senior profession will not be realized. Suggests that differentiation be considered in consort with more flexible use of time, space, environment, and resources. Cautions that the idea should not be looked on as another form of merit pay or a way to save money.

11. Edelfelt, Roy A. *Redesigning the Education Profession.* Washington, D.C.: National Commission on Teacher Education and Professional Standards, National Education Association, January 1969. 17 pp. (Multilith)

    Description of a model for differentiation, listing reasons for experimenting with the idea, and placing the concept in the broader context of educational manpower and governance of the education professions. (ED028976 MF 25¢. Single copy free from NCTEPS)

12. Edelfelt, Roy A. "The Teacher and His Staff." *NJEA Review 40: 15, 32-34; February 1967.*

    General description of the differentiated staffing concept, recommending abandonment of the self-contained classroom and development of teams consisting of teachers, student teachers, aides, and high school students to perform a variety of roles in the educational process. Emphasizes open, objective, supportive climates for teacher development and full partnership for teachers in making decisions.

13. English, Fenwick W. "Questions and Answers on Differen-

tiated Staffing." *Today's Education* 58: 53-54; March 1969.

A discussion of the meaning, purpose, and ingredients of differentiated staffing in the light of the philosophical position of one school district.

14. English, Fenwick W. "Et Tu, Educator, Differentiated Staffing? Rationale and Model for a Differentiated Teaching Staff." *TEPS Write-in Papers on Flexible Staffing Patterns No. 4*. Washington, D.C.: National Commission on Teacher Education and Professional Standards, National Education Association, August 1969. 23 pp. (Publishers price: Single copy free; in quantity, 10¢ each. Stock No. 521-15644)

A presentation of an opening and concluding argument for defining goals and determining means for measuring them. Middle section points out the promise of differentiated staffing, with a separate coverage of its implications for decision-making, and a description of a specific model being implemented in one school district.

15. Florida State Department of Education, Division of Curriculum and Instruction. *Flexible Staff Organization Feasibility Study*. Interim Report. Talahassee: the Department, February 1969. 40 pp.

A document based on a mandate of the Florida State Legislature that "...selected County boards of public instruction shall develop and operate model projects of flexible staff organization...based on differentiated levels of responsibility and compensation for ser-

vices performed." Contains a rationale, goals of state education department, study objectives, organizational structure, project time table, and financial plan.

16. Hair, Donald. "Differentiated Staffing and Salary Pattern Underway in Kansas." *School and Community*. (Missouri State Teachers Association Journal) April 1969. 7 pp.

    Objectives, job classifications, organizational arrangements and salary scales for various levels of instructors presented for an operational experiment in two schools.

17. Joyce, Bruce R. *The Teacher and His Staff: Man, Media, and Machines*. Washington, D.C.: National Commission on Teacher Education and Professional Standards, and Center for the Study of Instruction, National Education Association, 1967. 28 pp. (ED016397 MF 25¢. Publishers price: Single copy 75¢; discount on quantity orders. Stock No. 381-11808)

    A proposed model for a direct instruction team and support centers. Describes both differentiation within the team and character of the centers. Takes the reader through a day in a school so organized.

18. Lierheimer, Alvin P. "Cast Off the Bowline!" *Today's Education* 58: 62; March 1969.

    A case for the freest possible experimentation with behavioral objectives for and increased flexibility in teacher certification.

19. Lierheimer, Alvin P. "An Anchor to Windward." *TEPS Write-in Papers on Flexible Staffing Patterns No. 2.* Washington, D.C.: National Commission on Teacher Education and Professional Standards, National Education Association, April 1969. (ED029835 MF 25¢. Publishers price: Single copy free; in quantity, 10¢ each. Stock No. 521-15640)

A framework for state certification arrangements to accommodate developments in differentiated staffing.

20. Macdonald, John. *The Discernible Teacher-Three Essays on Teacher Education.* Conference document for a Seminar on Teacher Education, Montreal. Ottawa: Canadian Teachers' Federation, March 1968. 81 pp.

Report of a conference covering a broad range of issues on the professionalism of educators. Makes the case for "replacement of the omnicapable teacher by the omnicapable team." Describes a model with three categories of membership: semi-permanent core members; floating members; and a category of subprofessionals.

21. McKenna, Bernard H. *School Staffing Patterns and Pupil Interpersonal Behavior: Implications for Teacher Education.* Burlingame: California Teachers Association, 1967. 27 pp. (ED027245. Publishers price: Single copy 75¢; discount on quantity orders. Also available from NCTEPS)

A model for differentiation based on learning tasks of pupils such as: basic skills; developing talents; interpersonal attitudes. Prefaced by a run-down on the promise of emerging technological devices and organizational arrangements

for freeing teachers to be more concerned with developing in pupils interpersonal attitudes and behaviors.

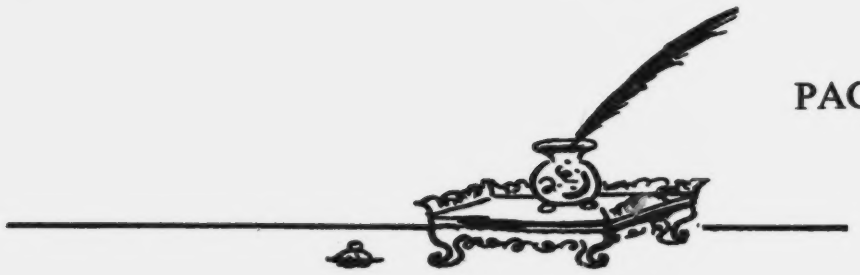
22. National Education Association. National Commission on Teacher Education and Professional Standards. *A Position Paper on the Concept of Differentiated Staffing*. Washington, D.C.: the Commission, 1969. 7 pp. (Single copy free from NCTEPS)

    A definition of the concept and recommendation for experimentation. Provides several rationales for trying out new staffing patterns and concludes with guidelines for development and testing.

23. National Education Association, National Commission on Teacher Education and Professional Standards. *The Teacher and His Staff: Differentiating Teaching Roles*. Report of the 1968 Regional TEPS Conferences. Washington, D.C.: the Commission, 1969. 120 pp. (Publishers price: Single copy cloth $3.50, Stock No. 381-11854; paper $2.50, Stock No. 381-11852; discount on quantity orders)

    A selection of 10 papers, some of which place differentiation in the broader context of teacher education and deal with such topics as relevance in education, and impediments to change. Others focus specifically on models for differentiating roles, staff support, and the application of technology and systems approaches to school staffing.

24. National Education Association, National Commission on Teacher Education and Professional Standards. *Remaking*



the World of the Career Teacher. Report of the 1965-66 Regional TEPS Conferences. Washington, D.C.: the Commission, 1966. 228 pp. (Publishers price: Single copy cloth $4, Stock No. 381-11758; paper $3, Stock No. 381-11756; discount on quantity orders)

A rationale for differentiation--that talented people will enter the profession if the job of teaching is made more manageable and appealing. Emphasizes the increasing complexity of teaching tasks and the necessity for developing a greater range of specializations. Touches on the problem of the high percentage of transients in teaching, internship-residency programs, new means for supervision, school-university cooperation, and programs for continuing individualized professional growth. Concludes with an annotated list of conference proposals in a variety of areas related to staff differentiation.

25. National Education Association, National Commission on Teacher Education and Professional Standards. *The Real World of the Beginning Teacher*. Report of the 1965 National TEPS Conference. Washington, D.C.: the Commission, 1966. 90 pp. (Publishers price: Single copy $2, Stock No. 521-15736; discount on quantity orders)

The problems of the neophyte teacher are outlined in detail. A number of issues are presented which support the case for differentiated staffing. Contains a design for preservice teacher education and initial service during the formative years. Some attention is given to career development.

26. Olson, Charles E. "The Way It Looks to a Classroom Teacher." *Today's Education* 58: 59; March 1969.

Delineation of several rationales for differentiated staffing. Cautions that it not be inaugurated without sufficient preparation and that steps be taken to prevent its becoming a conventional merit pay plan.

27. Rand, M. John, and English, Fenwick W. "Towards a Differentiated Teaching Staff." *Phi Delta Kappan* 40: 264-268; January 1968.

A rationale that strains brought about by teacher shortages, movement toward teacher professionalization, and increasing teacher specialization dictate the education professions must break out of the single salary schedule. Describes a model for differentiation proposed for a particular school district.

28. Ross, Marlene, compiler. *Preparing School Personnel for Differentiated Staffing Patterns; A guide to Selected Documents in the ERIC Collection, 1966-68.* Washington, D.C.: ERIC Clearinghouse on Teacher Education, May 1969. 72 pp. (ED028155)

A guide to 114 documents on differentiated staffing which were abstracted for RESEARCH IN EDUCATION. Part one presents summaries of the RIE abstracts in subject areas of teacher-administrator relationships; the effect of programmed instruction and educational media on the teacher role; the roles of the teacher, part-time teacher, supervisor, assistant principal, reading consultant, specialist,

research-oriented teacher, and paraprofessionals. RIE abstracts for the documents are reproduced in part two as the annotated bibliography.

29. Ryan, Kevin A. "A Plan for a New Type of Professional Training for a New Type of Teaching Staff." *The Teacher and His Staff, Occasional Papers No. 2.* Washington, D.C.: National Commission on Teacher Education and Professional Standards, National Education Association. February 1968. 11 pp. (ED029810 MF 25¢. Publishers price: Single copy free; in quantity, 10¢ each. Stock No. 521-15780)

    Reiterates the point of view of Allen (See No. 2) citing implications for in-service education. Proposes a model for teacher education with emphasis on simulation, employing the Link trainer analogy from the Air Force.

30. Temple City Unified School District. *New Careers in Teaching & Differentiated Staffing.* Temple City, California: the School District, 1969. 9 pp. (ED029853 MF 25¢; HC 70¢)

    Five articles, newspaper style on: Differentiating Staff for Vital Learning; A New Structure for Teaching; Steering Committee: A Novel Dimension for Educational Change; Flexible Scheduling for Efficient Study; Priority Goals for Education.

31. Trump, J. Lloyd. "Needed Changes for Further Improvement of Secondary Education in the United States." (Unpublished) Available from National Association of Secondary School Principals, 1201 Sixteenth St., N.W., Washington, D.C. 20036

A description of structural changes that can improve instructional quality. Focuses on five changes that should be introduced: principal should devote 3/4 time to improvement of instruction; instructional staff should be reorganized; pupils should have more time for independent study; schedule should be more flexible so pupils can develop talents and interests through use of essential materials "drawn from the real world that the pupil knows"; better use of buildings, equipment, supplies, and money.

31. Weissman, Rozanne. "A New Way of Organizing Schools." *Maine Teacher* 29: 26-28; March 1969

An article specially prepared for state education association journals. Cites critics of the present system, and attempts to answer the question, "What is Staff Differentiation?" Makes the case for teacher involvement as the key to all new programs. A final section deals with the issue of merit pay, and summarizes advantages and disadvantages of differentiated staffing.

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